

Action Component ____**Reading**_____

District Name _____Graves_____

Component Manager _____Michele Douglas_____

School Name _____Graves County High School_____

Date ____February 2004_____

| Priority Need | Goal (Addresses the Priority Need) |
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| <p>According to the 2003 KCCT report, 59% of GCHS students scored below proficient on the state reading test.</p> <p>According to SRI and TABE respectively, 42% of 9th grade students and 62% of 10th grade GCHS students scored below grade level in reading.</p> <p>According to the 2003 KPR report, GCHS did not meet Adequate Yearly Progress in reading for students with disabilities subgroup.</p> | <p>A1. By September 2005 the KCCT will reflect a 10% reduction of students scoring at the novice level and a 5% increase of students scoring at the proficient level in reading on the KCCT.</p> <p>A2. By June 2004 SRI and TABE will show a 10% increase in students reading at grade level.</p> |

| Causes and Contributing Factors | Objectives with Measures of Success |
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| <p>According to 2003 KPR student survey, 59% of GCHS students reported reading 1 hour or less for classes other than language arts.</p> <p>According to the 2003 KPR student survey, 84 % of GCHS students report using a graphic organizer with passages read</p> | <p>A 1. By spring 2004 various reading comprehension strategies will be part of weekly instruction in all classes as evidenced by lesson plans and principal walk-throughs. BDA, Whisper reading, Graphic Organizers, GIST, are a few that will be used. These will be used to improve literary, informational, persuasive, and practical workplace reading</p> |

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| <p>only once a week or less.</p> <p>According to 2003 KPR student survey, 70 % of students report reading newspapers, magazines, or journals only once a week or less.</p> | <p>comprehension.</p> <p>A 2. By January 2004 instruction for all students will include weekly free reading time as evidenced by principal walk-throughs. Free reading will allow students choice of materials and improve fluency which will improve reading comprehension.</p> <p>A3. By January 2004 science and social studies classes at the 9th and 10th grade levels will incorporate non-textbook reading weekly.</p> |
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Strategies/Activities

| Objective Label | Strategy/Activity | Expected Impact in Terms of Progress and Success | Responsible Person | Start Date | End Date | Estimated Resources and Costs |
|-----------------|--|--|---|------------|----------|---|
| A 1. | Teachers across curriculum will model effective comprehension strategies using a variety of genres on a weekly basis | A1. All instructional staff at the school will implement a consistent reading approach, which includes strategies for all learning types as evidenced by teacher lesson plans. | Assistant principal in charge of instruction. | 11/03 | 6/04 | Resources Include periodicals purchased by CSIP reading fund, and online materials. \$400 |

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| A 2. | Students in 9 th and 10 th grade language arts classes will be provided with explicit instruction in comprehension strategies including read aloud modeling. | A 2. All 9 th and 10 th grade language arts teachers will align reading instruction to improve student achievement as evidenced by SRI or TABE | Assistant principal in charge of instruction. | 10/03 | 6/04 | Professional Development Fund/ Reading Grant Fund |
| A 3. | Content area reading beyond the textbook (journal articles, biographies, news stories, editorials, fiction . . .)will be incorporated into appropriate classes. | A3. Teachers participating in the focus groups will model reading comprehension strategies with diverse genres to improve reading skills as evidenced by lesson plans or informal observations.- | Reading Mentor | 11/03 | 6/04 | Reading Grant Fund \$1500 |